



# Life Empowerment Awards for Schools 2018 -19



- *Promotion & Recognition of Holistic Development in Schools* -

## **BEST PRACTICES IN PROMOTING INCLUSIVE EDUCATION FOR SPECIAL NEEDS CHILDREN**

### **Assessment Criteria**

**Desired Outcome:** The school has a clear and well defined Vision and Mission Statement that reflects promotion of inclusive education. The policy indicates a clear shift in the perception of inclusivity from the medical model to the social model i.e. equal educational opportunities to marginalized groups such as girls, socially and economically disadvantaged groups and differently abled children. The implementation procedures are well in place to ensure that those with special needs must have access to mainstream schools and educational opportunities. All the stakeholders work for enhancing inclusive practices leading to an enhanced state of wellbeing and exhibiting responsible personal and social behaviour. The school also understands the need to provide opportunities for self-expression and social interaction and enjoyment to all such target groups. The school appreciates diversity, nurtures talent and ensures that all students across the board participate in building a health promoting school, through ensuring the mental wellbeing of all.

### **Assessment Criteria**

- **Vision**
- **Policy**
- **Annual Calendar Plan**
- **Inclusivity**
- **Infrastructure**
- **Human Resources**
- **Indigenous Activities relevant to School Community Partnership**
- **Safety & Security**
- **Stakeholders**
- **Nature of counseling / other professional services provided**
- **Leadership**

## Components of the Criteria

- **Vision :** The School has a well defined vision reflecting the need to promote inclusive education, aimed at responding to the diverse student population and involve all the stakeholders in the process leading to the attainment of this goal.
- **Policy :** The school has a clear policy on the implementation of the Vision in tune with Standard Operating Procedure across the board.
- **Annual Calendar Plan:** Well documented Annual Calendar Plan reflecting all elements of distribution of time and activities for promoting inclusive practises. Time Table being an integral part of the ACP, should reflect the distribution of activities that involve all stakeholders.
- **Inclusivity :** The Annual Calendar Plan should reflect provisions for
  - Differently abled children and those belonging to marginalised and disadvantaged groups
  - Parents of differently abled children as well as other groups of children
  - General and specific need based remedial programmes
  - Promoting and sustaining Life Skills programmes for children with special needs by the school counsellor.
- **Infrastructure**
  - i) Facilities to ensure mainstreaming differently abled, and if the need demands, separate specific room for special education classes.
  - ii) Appropriate and need-based arrangement for optimal use of spaces & equipment such as auditorium, projector etc
  - iii) Maintenance of the special education room, and special education material displayed.
  - iv) Documentation
- **Human Resources**
  - i) Adequate, appropriate & qualified counsellor, special educator, occupational therapist .one or more than one, as per the number of students
  - ii) Orientation & in-service programs for teachers, counsellors and all other stakeholders.
  - iii) Involvement of parents, students, peer educators and the community
- **Indigenous Activities relevant to School Community Partnership**
  - i) Exhibition of student work and performances at community level
  - ii) Promotion of special education and wellbeing through technology aided by community
  - iii) Additional activities other than the routine involvement of the community
  - iv) Encouraging differently abled students and creating positive ambience, so that they participate at National and International Level activities
- **Safety & Security**
  - i) Developing awareness and sensitivity among school management, school administration and all other stakeholders towards issues and concerns related to the fast growing incidences of violence, harassment (physical, mental and sexual) of students
  - ii) Setting up of POCSO COMMITEE, Anti Bullying committee.
  - iii) Observing Standard Operating Procedures for inclusive education.
  - iv) Adequate display of safety guidelines-Dos and Don'ts for children.
- **Stakeholders:** Activities for involvement of all stakeholders (parents, teachers, students, alumni) in promoting inclusive practises to ensure the well being of differently abled and socio-culturally discriminated students (Minimum 2 for parents, 1 for alumni, 2 for teachers and 4 for peer educators per stakeholder).
- **Nature of services provided:** Promotion of AGE/CLASS specific special education activities.

- **Leadership:** The Head of the school is involved in the planning, implementation, mentoring, monitoring and reviewing the entire process and facilitation of the promotion of inclusive educational services by involving all the stakeholders. The Head of the School also ensures the availability and accessibility of the needed infrastructure, equipment and human resources. The Head of School is a visionary in ensuring that all students and staff of the school have a healthy and positive orientation for promotion of inclusive education.